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ABSTRACT

This unit is intended to provide students with a general knowledge of the history and culture of India. Activities include: (1) "What Do You Know about India?"; (2) "What Is All This Stuff For?"; (3) "Name That Spice and Why It's Nice"; (4) "Where and How Are These Elephants Marching?"; (5) "Why Is India What It Is?"; (6) "Why is India the Cover Story in the May 1997 'National Geographic Magazine?'"; (7) "Who Are We, The Indians?"; (8) "What about This Monsoon?" and (9) "Let's Have That Energy Drink That Indians Know and Love." The unit contains a list of materials in the culture trunk as well as additional resources for teaching about India. (EH)

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ED 421 421

India Culture Trunk.
Fulbright-Hays Summer Seminars Abroad, 1997 (India)

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Rosalie Gendimenico

by

Peggy Doeksen

Curriculum Projects Developed by 1997
Seminar Participants

Submitted to
Educational Resources Information Center (ERIC), USDE

by United States Educational Foundation in India

SO 029 069

October 18, 1997

Mr. O. P. Bhardwaj
USEFI
"Fulbright House"
12 Hailey Road
New Delhi 110 001
India

Dear Mr. Bhardwaj:

Enclosed you will find my curriculum project from this past summer's Fulbright Summer Seminar. I have been having a wonderful time, as have my students, other teachers, my family, and friends, learning and sharing the fantastic artifacts, information, and stories I was able to collect this past summer.

As you can see, the project is almost ready for others to use. I need to add just a few more pieces of information. I'm sorry I ran out of time and I just wasn't able to get the narration about the monsoon and a narration about India's geography (basically Dr. Kapoor's lecture written in two stories), and the almond milk story written. They will be done shortly. I have a school waiting for the trunk in November. I'll give a little in- service to the teachers before they use it. Basically, I want the trunk to be able to be sent to a school and the information will be clear enough for the teachers to use without additional input from me. Of course, I will always be willing to spend time with people to further and clarify their understanding.

It has been mentioned quite politely that I am talking of nothing but India and on fast forward no less these days. Of course, I try to always tie all the world and our lives together. It is my purpose in life!

Thank you for everything! I will always have India in my heart and mind. If there is anything I can do for you, for USEFI, and/ or for India, do not hesitate to call on me.

Sincerely,

Peggy Doeksen

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October 18, 1997

United States Department of Education
Fulbright-Hays Seminars Abroad Program
Center for International Education
U.S. Edpartment of Education
Suite 600, Portals Building
600 Independence Ave. SW
Washington, D.C. 20202-5332

To Whom It May Concern:

I traveled to India this past summer with the Fulbright Summer Seminar Program. I have just sent my project off to India to Mr. O. P. Bhardwaj. I'm sure you will be receiving it in due time. When you look my project over, you will know how much I and all the people I touch will benefit from my experience. You will see from the information and artifacts I collected that I needed to "be" there and "experience" in order to prepare this project. Students, teachers, and community people who I connect with will have their world views broadened.

I cannot stress enough the importance of continuing this Fulbright Summer Seminar Program. Americans are strongly in need of observing and experiencing the world outside their daily lives. It is the world of the future we are preparing students to live and work in. It will be a global world. Where else, but from our schools, can children glimpse how global their lives will be. Teachers need to experience in order to convey a sense of the larger world to their students, peers, families, and all people in their lives.

I am willing to use my energy, my influence, and my abilities to support Fulbright Programs. Please be assured I am doing something every day to support what I believe in. Feel free to call on me to help in any way you think will be beneficial. I am and will be a supporter of Fulbright Programs always.

Sincerely,

Peggy Doeksen

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cc:USEFI / Delhi, Mr. O.P. Bhardwaj

India

Culture

Trunk

A curriculum project prepared by Peggy Doeksen in 1997 after a Fulbright Summer Seminar in India.

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Activities

What Do You Know About India? (an activity to begin your investigations with)

What Is All This Stuff For? (an artifact investigation)

Name That Spice and Why It's Nice (a historical overview of the age of exploration using spices as the vehicle, the part India played in that exploration, and the importance of spices today)

Where and How Are These Elephants Marching? (a printing art activity using the elephant stamps in the culture trunk)

Why Is India What It is? (a mapping activity)

Why Is India The Cover Story in the May, 1997, National Geographic Magazine? (an investigating, predicting activity using the 25 copies of the May, 1997, issue of National Geographic found in the culture trunk)

Who Are We, The Indians? (an activity using the video without words,The Discovery of India)

What About This Monsoon? (pre and post viewing activities of the monsoon video clip found in the culture trunk)

Let's Have That Energy Drink That Indians Know and Love (the almond milk energy drink)

TITLE: What do you know about India?

GRADE: All

OBJECTIVE: To determine what knowledge base your group has about India.

Time Needed: 30-45 minutes

Overview: Each student will have input and a list will be generated of the group's India knowledge base.

MATERIALS: Blackboard or chart paper.

PREPARATION: None

ACTIVITIES:

1. Students in small groups will generate lists of all they know about India.
2. A master list will be generated.
3. All students will be given a copy of the final list.

EVALUATION: Students are engaged in the process.

TITLE: What is all this stuff used for?

GRADE: All

OBJECTIVE: To give students a knowledge base about India's culture

Time Needed: 1 hour

Overview: Each student will each be given one of the artifacts from the India culture trunk. Each student will decide what the item is used for. Students will each present their artifact to the class and tell what they think the artifact is used for.

MATERIALS:

1. Artifacts in the India Culture Trunk
2. Yellow laminated master list of the artifacts and their uses found in the guidebook.
3. Student copy of artifacts (one for each student).

PREPARATION: None

ACTIVITY:

1. Hand one artifact to each student or group of students.
2. Allow approximately 10 minutes for preparation.
3. Have each student or group of students present their artifact to the class.
4. Teacher will provide information about each artifact from the yellow master list as they are presented.

EVALUATION: Students will each complete the student copy of the artifact list, writing in the information they have gathered from the presentation.

TITLE: Name that spice and why it's nice...

GRADE: All

OBJECTIVES:

1. Students will know that India supplies 30% of the world's spices.
2. Students will identify spices by sight, and smell.
3. Students will name some of the spices grown in India.
4. Students learn that demand for spices spurred world exploration.
5. Students will discover five ways that spices are valuable to people.

Time Needed: 1 hour for each activity in class

Overview: Students will discover the part spices played in world exploration and India's role and status in the world at that time.

MATERIALS:

1. Cochin Spice Introduction and Usage Of All Spice pamphlet (in the guidebook).
2. Twenty unknown spices in numbered containers (in the India Culture trunk).

PREPARATION:

1. Prepare one Cochin Spice Introduction and Usage Of All Spices pamphlet for each student.
2. Arrange the 20 spice containers around the working area.

ACTIVITIES:

1. Students match their list of spices with the spices in the numbered unknown containers. (A master key is found in the guidebook).

2. Each student prepares an independent project such as a recipe book with recipes using the various spices, or a map showing where the spices are grown in India, or a discovery map showing the various explorations searching for the spices or supply routes of the spices in Marco Polo's time. For the presentation day, students will each present the main idea of their project in a way that the other students will have access to all the information. Some ideas: an infomercial, a commercial, a song, a chant, a cheer, a sound bite.

3. Each student prepares a self selected recipe two ways: one using the spices called for in the recipe and one leaving out all the spices. The two products will be brought in for a student tasting day. All students will taste all products and judge the importance of spices.

EVALUATION: Each activity has an evaluation piece built into it.

Ph: Shop: 227977
Res: 445524

COCHIN SPICES

VI/130, JEW TOWN
COCHIN-682 002
KERALA-INDIA.

INTRODUCTION AND USAGE OF ALL SPICES

1. CHILLY

Is extensively used as a spice in all types of curried dish. It is one of the constituent of curry masala used along with pepper. Ginger, turmeric and salt to fry fish and meat. Just one tsp powder is enough for a whole preparation.

2. CORIANDER

It is used for the preparation of curry powder, food flavouring, Backery products, imitation flavour, pork, frankfurter meat salads etc.

3. POPPY SEED

The Poppy Seeds are utilized as food and as a source of fatty oil. They are considered as nutritive and are used in Breads, curries, sweets and confectionery.

4. ANISEEDS

Aniseed possessed a sweet aromatic taste when crushed and emits a greeable odour and is used for flavouring food, confectionery, backery products, etc. One tsp powder is enough for a bowl preparation.

5. CUMIN

Imparts a pleasant flavour. Can be used for both vegetarian and non-vegetarian preparations either singly or combined with other flavours. Also used in snacks, confectionery. Backed goods, beverages, butter milk, etc.

6. FENUGREEK

As a food flavourent. It is rich in Iron, calcium, protien, Vitamin 'A' and 'C' are eaten a curried vegetable. It is also, adds to the nutritive value and flavour of foods meatless diets.

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7. MUSTERD SEEDS

It is used in pickles and curries and it is used for seasoning all curries.

8. DRY GINGER

It has a pleasant aroma and pungency and is widely used as a flavouring agent. The preparation of great variety of food products like ginger dread, confectioneries, curry masala, Curried meat fishes, and Pickles. Soft drinks like ginger cocktail, fresh lime juice, carbonated drinks like ginger beer. just 1 tsp powder or one (1/2) piece crushed is enough for ten cup of any preparation.

9. TURMERIC

It is used as a flavouring material and colourant in many foods to give an agreable flavouring. It is a constituent of curry masala. It is a must for almost all curries. Can be used to give colour to fried items and curries.

10. STARANICE

It is used as a condiment for flavouring curries one or two carples of staranise when added to chicken. which is to be roasted improves its flavour tremendously.

11. CINNAMON

Characteristic:- Sweet. pungent aroma. Used in vegetarian and non-vegetarian dishes, cakes and bakery products, etc. 2 or 3 pieces is enough for a whole preparation. (1 tsp powder for 6 cups)

12. CLOVE

Is Pungent and has a sweet aroma. Used in both vegetarian and non vegetarian preparations, for snackes, beverages, etc. Two cloves is enough for a cup of any preparation.

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13. 14. NUTMEG & MAICE

Used for flavouring sweet dishes, confectionery, vegetable dishes & beverages. For e. g. pudding such as rice pudding or kheer phirni, in milk shakes in spicy cakes, halva etc. Just one tsp for 10 cups of any preparation.

15. CARDAMOM

Used in flavouring beverages such as Tea, Coffee, Milk & Milk Shakes. Important ingredient for flavouring payasams and puddings. Also used in curry masalas, for cakes, bakery products and sweet breads. Just one drop is necessary if Cardamom Oil is used otherwise 2 or 3 Cardamom crushed will do for ten cups of any preparation.

16. AJOWAN OR (BISHOPS WEED)

Botanical Name: TRACHYSPERMUM AMMIN:

It is used in small quantities for flavouring numerous food as anti-oxidaents, as preservatives. Ajowan is applied in mixtures to releve rheumatic and neuralgic pains.

17. 18. PEPPER (WHITE, BLACK)

Important component of culinary seasoning and an essential ingredient of many foods such as meat, fish, canning, pickling, Baking, confactionery, and preperation of beverages. Almost a must in all South Indian meat dishes. A tsp powder of pepper in fried fish makes a mouth watering difference. Used in savoury rice dishes, noodles, macaroni, spaghetti and soup etc. Just one tsp of powder is enough for a bowl of soup of any other preparation.

19. BLACK CUMIN

Seeds have aromatic odour and a spicy and some-what bitter taste. They are largely used as contiments and form an essential ingredient in all mixed spices and curry powders for flavouring soups, pickles and for seasoning breads and cakes.

20. BLACK CARDAMOM

Is used in meat and vegitable dishes especially in curry.

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TITLE: Where and how are these elephants marching?

GRADE: All

Overview: Students will examine the four elephant wood blocks from India, design their own "wood block", and understand how wood blocks are used in the textile industry in India.

Time Needed: 1 hour for each activity

MATERIALS:

1. Four elephant wood blocks (in the India Culture Trunk).
2. Piece of cotton fabric from India that has black wood block prints on it (in the India Culture Trunk)
3. Styrofoam pieces (enough for at least one per student).
4. Brayers, ink and styrofoam plates.
5. Cotton cloth or paper to print on (hard and porous surfaces, like copy paper and drawing paper). You might suggest a project such as wrapping paper.
6. Sharp pointed scissors to "cut" the negative surfaces in the styrofoam.
7. Paper for the students to design their "wood block" on.

PREPARATION: Gather materials

ACTIVITIES:

1. Show the elephant wood blocks and the cotton textile piece. Discuss what a wood block is: the positive and negative surfaces. Have the students design their "wood block" on paper using pencil lines for the positive surfaces of their "block".

2. Students work in groups and critique each other's design. Each student decides what kind of print project they want to do: card, stationary, shirt, wrapping paper, etc. Students rework their designs if needed. Students begin to use their scissors to "cut" their "wood block".

3. Students print their projects and display them.

EVALUATION: Each student will have a successful printed project to display.

TITLE: Why is India what it is?

GRADE: All

Overview: Students will create a relief map of India sculpting all the major geographic features of India.

Time Needed: 1 hour for each activity

MATERIALS:

1. Outline map of India
2. Geographic narration story of India (I do not have this ready yet.).
3. Each student needs colored pencils or crayons.
4. Recipe for the flour/salt mix for relief maps: (I need to hunt this up yet.)
5. Paint to paint the maps.
6. Cardboard pieces for map bases (one for each student).

PREPARATION: Gather materials.

ACTIVITIES:

1. Read the geographic narration story for each student to mark the features on their own outline map. (Complete one on the overhead at the same time.) Students cut the maps out.
2. Students trace India (their cut out map from Activity 1) on their cardboard base piece. Students use the play dough and sculpt the major geographic features of India. Poke little toothpick flags in the major cities each person chooses to put on their map. Leave to dry a day or two.
3. Students paint their maps. (I would have the students paint one color a day or some such thing, so all the colors don't run into each other.)

EVALUATION: Each student has a completed relief map they can identify the major geographic features of India on.

TITLE: Why is India National Geographic's cover story in the May,1997, issue?

GRADE: All

Overview: Students will look over the articles and pictures and construct a list of anwers to the title question. Students will also conjecture why each picture and article was included.

Time Needed: 1 hour or one class period.

MATERIALS: One May, 1997, National Geographic Magazine for each two students (in the India Culture Trunk).

PREPARATION: Gather materials

ACTIVITIES:

1. Introduce the magazine, set the tasks, pair up the students.
2. Students look through the magazines, make their lists, and conjectures.
3. Lead a group tabulation of answers and conjectures.

EVALUATION: You will be able to tell how much the students have learned and internalized from all the previous activities by the insightfulness of their answers and conjectures.

TITLE: Who are we, the Indians?

GRADE: All

Overview: Students will use Volume I and II from The Discovery of India to gain an overview of what is India before viewing the video, Who Are We?

Time Needed: 1 hour for each activitiy

MATERIALS:

1. Volume I and II of The Discovery of India (in the India Culture Trunk).

2. Who Are We?--8 minute no speaking video clip (in the India Culture Trunk). It is a collage of images of the people and places of India, their festivals and traditions, art forms which are centuries old and are still practised, cities buzzing with activity and serene villages, a land of contrasts where tradition and modernity go hand in hand.

PREPARATION: Gather materials

ACTIVITIES:

1. Do something with Volume I and II depending on the age and interest of your group. For young students I would paraphrase the important points of the 10 topics--tell it like a story. For older students I might copy the 10 topics as 10 separate readings--have the students read them all in a kind of round robin reading--and then place them in a time line order (don't tell them before they read which comes first in time--let them piece that together).

2. Because the film is a collage, I would plan to show it twice--8 minutes each time. I would make an exhaustive list after the first viewing of all the images,symbols, etc, that were seen. Make copies of the list so students can check off whatever they see in their second viewing.

3. Students, in groups or alone, sort and organize their list into five groups of their choosing and label the groups. Compile the lists.

EVALUATION: Collect the lists and have a discussion!

TITLE: What about this monsoon?

GRADE: All

Overview: Students project themselves into India waiting for the monsoon and communicate to their friend in Minnesota what it is like.

Time Needed: 1 hour

MATERIALS:

1. Monsoon video clip--10 minutes (in the India Culture Trunk).
2. Outline map of India (find in the yellow section).
3. Monsoon story narration (I need to get this ready.).
4. Writing paper to do the partner interviews.

PREPARATION: Gather materials

ACTIVITIES:

1. Read the monsoon story narration for the students to mark their maps. (Complete the same map the students are completing on the overhead at the same time.)
2. Think about the following questions as you watch the video clip:
   - Why does the monsoon come?
   - How does the monsoon affect the way of life?
   - How does the monsoon affect Indian's outlook on life?
   - Do Indians love or hate the monsoon?
   - Does the monsoon always come? What happens?
3. Show 10 minute video clip.

4. Divide into groups of two and answer the questions above in an interview format as you saw in the video clip with the two Indian women.

EVALUATION: Each duo presents an answer to one of the questions they have prepared in an interview format. Make a video for your friends back in Minnesota.

TITLE:	**Let's have that energy drink that Indians know and love.**
GRADE:	**All**
Overview:	**Students will make their own almond milk drink**
Time Needed:	**15 minutes to put together, two days to store in the refrigerator before you drink.**
MATERIALS:	**Narrration story about Almond Milk (I need to get this ready.)** **Almond Milk recipe (in the yellow section).** **Ingredients: Whole milk, almonds, cardamon, and sugar.** **Milk container for each student so they can put their name on it, open it, and make their own almond milk.**
PREPARATION:	**Collect materials**
ACTIVITIES:	**Make the milk** **Read the narration about different occasions Indians may drink almond milk.**
EVALUATION:	**Have students tell when they think would be a good time to drink this kind of drink. Also answer the question about why this would be considered an energy drink. And tell about energy drinks in our culture and explain why they are.**

Almond Milk

1 C. milk
10-15 sliced almond pieces
1 cardamon seed
1/2 T Sugar (approximately)

Soak nuts in milk overnight.
Drink for energy, or for a refreshing drink!

Artifact List

Sari

Dohti

Ganeshi

Lingum

Oil Candle

Spices

Scale/Balance

Ankle Bells

Snake Flute

Shiva Picture

Buddha

Lunch Box

Lunch Box

Incense

Shawl for Punjabi Suit

Sandels

Puppet

Hindu Beads

Sikh Bracelet

Wedding Bracelets

Inlaid Marble Elephant

Henna

Sandlewood

Gandhi Cloth

Elephant stamps

Taj Mahal Model

Bindhis

Leaf Bowl

Neem twigs, toothpaste, and soap

Fennel seeds mixed with sugar candies

India Slide Show Script

#1 India is called the subcontinent

#2 India's culture is shaped by it's geography. The land draws India's weather to it, mainly the monsoon. The monsoon is the life force of India. It symbolizes what India is--the monsoon is good and it is bad. As one Indian woman said "We pray for the monsoon to come and when it does, we pray for the rains to stop."

#3 India is Gandhi. He is considered to be The Father of The Indian Nation.

#4 The power of his personality united India against the British. India had always been ruled in small states and kingdoms by Maharajahs. It is difficult for such a vast and diverse collection of cultures to join as one unit when historically they were only loosely joined, if at all.

#5 India is Mother Theresa. Mother Theresa needed the poor of India and the poor of India needed Mother Theresa. She has changed the world's view of mankind.

#6 India is the Taj Mahal. It has been discribed as the most extravagent monument ever built for love. The Emperor, Shah Jahan, was heart broken when his wife of 17 years died in childbirth after producing 14 children. The Taj Mahal was completed in 1653 and 20,000 people worked on it. It's a sad story, because Shah Jahan's children fought among themselves and had each other murdered. Shah Jahan was deposed and imprisoned by his son. But more than the famous people and buildings of India, India is friends to me.

#7 Davinder, a Sikh friend, and his wife, Charlotte, a woman from Minnesota who has lived in India for 25 years. Charlotte grew up in Caledonia. We met quite by accident on the streets of Delhi the very first evening we were there. The world is a small place really.

#8 Veena is a dress designer and basically designs only Punjabi suits for women. We became friends over fabrics and shared many hours learning about her life, life in India, and her view of the world. My roommate and I had a visit for dinner to her home and we have a standing invitation to come and stay at her home at any time.

#9 Veena's dog, who barked every time I came in the shop. Veena said he recognized me. I have my doubts, since I don't speak Hindi and he doesn't speak Englis.!

#10 Ruchi, my friend, feels like a sister to me. Our hearts met. She is quite a special person.

#11 And my Little Buddha Man. Ashok is a multi-faceted man. He is a social worker, a tour guide, a local politician, and it seemed a friend to all. He had a presence about him that I can only describe as spiritual. I know we will meet again someday someplace.

#12 India is interesting and old monuments like Qutab Minar, a soaring tower of victory which was started in 1193, right after the defeat of the last Hindu kingdom in Delhi. The Qutab Minar is Delhi's Statue of Liberty.

#13 Ancient stones of a Moslam Mosque built on the foundations of a destroyed Hindu Temple.

#14 Interesting architecture

#15 Fatehpur Sikri

#16 Fatehpur Sikri

#17 Building

#18 Building

#19 Jaipur is known as the Pink City, though only a few of its public buildings are built of expensive pink sandstone. The overall pinkness was the idea of the Maharaja in 1876 to dress up the city in the symbolically welcoming color of pink to welcome the Prince of Wales for his visit. Jaipur's Palace of the Winds, is a five story one room wide facade building which looks out over the main street of the old city. It is a stunning example of Rajput artistry with it's pink, semioctagonal and delicately honeycombed sandstone windows. It was originally built to enable ladies of the royal household to watch the everyday life and processions of the city without being seen.

#20 It was built in 1799 and you can climb to the top and peek out as the royal ladies did in other times.

#21 (Latticed window)

#22 India is a land of walls

#23 And gates

#24 And outside the gates and walls life doesn't seem to be controllable,

#25 But within the gates and walls life and the landscape is lovely

#26 A garden

#27 Details in and on buildings like precious stones,

#28 Mirror and stone inlays

#29 Animals roaming around that we don't see except in zoos,

#30 Elephants

#31 And transportation that is diverse and varied.

#32 Tut tuts, pedi cabs, cars, and vans.

#33 A bullock alongside a bus

#34 A camel alongside a motor cycle

#35 A camel and an elephant

#36 Street scenes

#37 with shopping that seems exotic to us--

#38 Old

#39 with the new,

#40 Shops

#41 and street vendors.

#42 Services that seem unusual to us...

#43 A shave on the street

#44 Fortune telling by a pigeon

#45 Streets that are

#46 narrow

#47 and open.

#48 Streets that are filled with vehicle traffic

#49 Or pedestrian traffic

#50 Streets for selling in an open market

#51 Or that have shop fronts along them

#52 A shopping center

#53 Or a vegetable market

#54 Or spice market

#55 People with businesses we aren't aware of such as flower markets outside the temples or shrines.

#56 Or bindi shops

#57 And people

#58 People

#59 People

#60 Labor in India is intensive

#61 India shouldn't and can't use Western models of industrialization to move into the modern world. India needs to find ways to use more people to do tasks.

#62 India has labor intensive crafts, like this hand embroidery.

#63 Marble inlay work like is found on the Taj Mahal.

#64 Rug making and selling

#65 Religious festival paraphalnalia construction and marketing. These sculptures are being sculpted over straw bases for a holiday where they are paraded, displayed, and finally tossed into the river where the clay washes off, divers rescue the straw bases for another year,

#66 And construction begins again. There is more diversity of religions and sects in India than anywhere else in the world. India was the birthplace of Hinduism and Buddhism, a supporter of Zoroastrianism, andhome to Jainism. All the world's religions are represented there today. Since people of all religions join in celebrating all holidays of all religions, India's festivals are unique and many.

#67 There are Hindu's, Muslems, Sikhs, Parsees, and Christians.

#68 There is possibly no other country where religion is so inextricably intertwined with every aspect of life.

#69 In India, as the red-stained walls and floors bear witness, the chewing of paan is something of a national obsession. Even the smallest village will have a paan-wallah, sitting cross-legged in front of a pile of paan leaves and tins of ingredients in a shop which is often not much more than a niche in a wall. Although most paans cost around 1 rupee, there are rumours of paan wallahs who have become millionaires. In spite of reduced sales after the introduction of factory-prepared packets of paan masala, with low overheads and high turnover, the owners of some pan shops are wealthy. The usual ingredients are lime, betel nut and lime powder. Every paan-wallah has their own secet recipe which may include tobacco, flower essences or even silver and gold leaf. You may choose the ingredients or let the paan-wallah choose for you. The whole concoction is folded up in a piece of edible leaf which you pop in your mouth and chew. After a meal you chew paan as a mild digestive.

#70 We are having a sweet paan mixed for us here.

#71 Hair removal like women's moustache hair is removed with looped thread that the women are very clever with. They sort of lasso the hairs and pull them out. My roommate shown here having it done says it's the best thing she has ever had done for her moustache--much better than anything we have in the US.

Tray #2

#1 Women's activists--I felt I was in the presence of Ghandi like people. These are educated privileged women who have taken a look at their society and decided on a variety of causes to work for. One they are all unified on and working together for at many different levels of society is open access to information for all people. This issue is being addressed at the national level in the legislature and at local levels with sit ins and organized protests. Attention has been drawn to the these women activist's issues mainly because of the high status of the women working for them.

#2 Sari's made of cotton. Most of the cotton is being exported and inexpensive fabrics that local women are able to purchase are synthetics. Women activists wear only cotton saris as one way to make a statement about inequities. Cotton is really the most comfortable fabric for India's climate and yet the price of cotton fabric is beyond the poor segment of society.

#3 Sari's

#4 Punjabi suits are loose pajama-like trousers known a salwars with long loose tunic known as kameezes. There is a scarf draped around the front of the outfit. This is very comfortable and respectable and has really swept the country in the last five years as an alternative to the sari.

#5 Men may wear a lungi, expecially in the South, or a dhoti, but usually, Indian men dress western style with shirts and trousers--no ties or sport coats--too hot and humid for that.

#6 When India became a country there were four areas of need that needed to be addressed. They still haven't been and therefore they still need attention. They are sanitation, safe drinking water, public health, and public education.

This is one of the 500,000 water wells that were provided to India by the UN.

#7 India has the second largest population in the world next to China. 50 % of the population is rural and works in agriculture. At one time India could not feed it's population, but today India is a net exporter of food grains. Rice, wheat, tea, coffee and 30% of the world's spices are grown in India. Rubber and coconuts are also exported. 40% of India's population live on or below the poverty line.

#8 We visited two villages--this is a village road near Varansi

#9 This is near Khajuraho

#19 One has the lush, green vegetation

#20 The other is dryer

#21 The children came oyut to observe and

#22 Smile

#23 Families were welcoming

#24 And a baby is always a baby.

#25 Indians have a saying that one never grows tired of watching the moon, the water, a baby's face, or an elephant.

#26 Homes near Varanasi

#27 An inside look

#28 And homes near Khajuraho

#29 One little guy put on this mask and came out to show--what a charmer!

#30 People are people everywhere--smiling, watching, sharing, and living daily life

#31 We saw a Neem tree and found out some of the special things that is used for.

#32 A young man scurried up the trunk and brought us all down twigs. Ruchi is holding the twigs you will find with the artifacts.

#33 We bought popcorn and shared with the children, and gave away the little trinkets we had brought like balloons and such.

#34 Village school

#35 In Calcutta, we met another American woman, who married an Indian man 25 or 30 years ago, gave up her citizenship, and now works in Education. She has developed two kits to be used in village and street schools. Schools where the people working with the students probably will have a minimum education. Her kits are designed with sturdy culture based materials and manuals with instructions mostly in pictures and a minimum of written language. There is a trunk of education materials and one of toys. I purchased both of the trunks and you are welcome to have a look at their contents.

#36 Trunk

#37 Trunk

#38 Students

#39 Teacher

#40 School

#41 Playground

#42 Poster

#43 Gym

#44 Class

#45 Class

#46 Class

#47 Class

#48 Library

#49 Cultural dance

#50 School buses

#51 School buses

#52 School buses

#53 What can one do poster
#56 Amber Fort in Jaipur

#57 Riding an elephant up to the Fort

#58 Fort

#59 18th century Observatory in Jaipur

#60 Observatory

#61 Ganges--the main and most holy river of Hinduism. There are several important pilgrimage towns along it. The main ones are Rishekesh and Haridwar, but Varanasi is the most holy city of all. At Sarnath, just outside Varanasi, Buddha first preached his message of the middle way.

#62 Ganges

#63 Ganges

#64 India's music has no harmony as we think of it. The music has two elements, the tala and the raga. Tala is the rhythmn and is characterised by the number of beats. The raga provides the melody. The classical Indian music group consists of three musicians who provide the drone, the melody and the rhythm. We usually heard the tabla drums, a harmonium, and a singer. Yehudi Menuhin suggests that Indian music is much like Indian society, a group of individuals not working together, but every once in a while meeting at some common point. Western music is analogous to Western democratic societies; a group of individuals who each surrender part of their freedom to the harmony of the whole.

#65 7% of India's population is tribal. There are wonderful tribal costumes, dance, and cultural traditions. Hotels often have sampling performances each evening.

#66 Labor intensive crafts--like weaving

#67 Walking the narrow market streets

#68 Chapati baking in a Sikh Gurdwara

#69 Bai Hai Temple in Delhi with the integration of all religions and philosohies with a beautiful lotus flower temple, the lotus flower being the symbol of India. The lotus grows from the bottom of pools of dirty water into a flower so very beautiful

Videos

The Monsoon

The Discovery of India

BOOKS IN THE TRUNK

PICTURE BOOKS IN HINDI WITH ENGLISH TRANSLATIONS

Where Is My Darling Daughter?

How Do We Travel?

One Day In The Zoo

Story Of The Old Lady And The Crow

Alphabet Book

BOOKS FOR YOUNG CHILDREN

Trip On A Train (a picture book without words)

Name That Animal

The A B C Book

Set Me Free

SEE AND PAINT BOOKS (run off pictures for coloring or?)

Gods and Goddesses See and Paint (a basket book)

Gods and Goddesses-2 See and Paint

Divine Paraphernalia See and Paint

Divine Vahanas See and Paint

Dasavataras See and Paint

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Swami Vivekananda

Savitre

Panchatantra

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Tales of Arjuna

Hanuman

Shiva Parvati

Ancestors of Rama

Rana Pratap

Rani of Jhansi

Birbal the Wise

BOOKS WITH PICTURES FOR OLDER STUDENTS

A B C Ramayana, An Alphabetical Inspiration

Religious Lessons For Children

Moral Lessons Number 1, 2, and 3

Sri Ramakrishna Tells Stories

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Tales From Ramakrishna

Tales From Vivekananda

Pictorial Parables of Sri Ramakrishna

Ramayana For Children

The Story of Sri Krishna for Children Number 1and 2

Stories of Divine Children

Mahabharata For Children Volumes 1, 2, and 3

The Story of Sri Sankara For Children

BOOKS WITHOUT PICTURES FOR OLDER STUDENTS

Stories of Vikramaditya

Stories of Vikramaditya

Stories for the Innocent

Untold Stories of King Bhoja

Stories From Indian Classics

Gandhigi's Autobiography (abridged)

BOOKS OF QUESTIONS

Discover Sublime India

Am I A Hindu? The Hindism Primer

BOOKS FOR ADULT READERS

Freedom At Midnight

May You Be The Mother Of A Hundred Sons

Gandhi The Quest For Tolerance and Survival

Journal of Gandhi Smriti and Darshan Samiti

Raj

A River Sutra

India File

We Indians

City of Djinns

Snakes and Laddiers

Magazines and Pamphlets

Delhi, Agra and Jaipur

Value Creation

Indrama, The Magazine of India, April- June 1997

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Swagat, July 1997, Indian Airlines inflight magazine

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Namaste',The Welcomgroup Magazine

The Oberoi Group Magazine

Newsweek, The International Newsmagazine, Special Report on India, August 1997

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Zoobooks, Elephants, Wildlife Education